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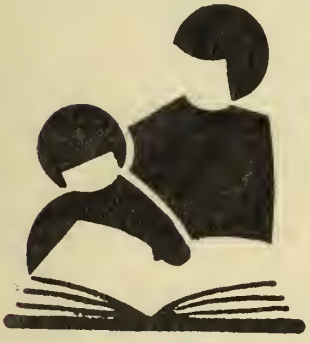
MONTANA SCHOOL ACCREDITATION

Standards and Procedures Manual



Board of Public Education
33 S. Last Chance Gulch

Superintendent of Public Instruction
Ed Argenbright
State Capitol
Helena, MT

Published March 1987

Standard changes become effective July 1, 1987 unless otherwise noted

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SECTION I

BOARD OF PUBLIC EDUCATION

Standards for School Accreditation as per 20-7-101: (1) Standards of accreditation for all schools shall be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

BOARD OF PUBLIC EDUCATION

Ex Officio Members

Governor Ted Schwinden
Superintendent of Public Instruction Ed Argenbright
Commissioner of Higher Education Carrol Krause

Appointed Members

Tom Thompson, Browning	Term expires February 1, 1994
Bill Thomas, Great Falls	Term expires February 1, 1993
James Graham, Ismay	Term expires February 1, 1988
Arthur Schauer, Libby	Term expires February 1, 1989
Ted Hazelbaker, Dillon, Chair	Term expires February 1, 1990
Sarah Listerud, Wolf Point	Term expires February 1, 1991
Alan Nicholson, Helena	Term expires February 1, 1992

Student Representative

Amy Regan, Butte	Term expires June 1, 1986

Executive Secretary

Claudette Morton

INTRODUCTION

The Constitution of Montana states that: "It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state." Every Montana student, regardless of economic status, sex, race or culture, deserves the opportunity to receive an education of high quality.

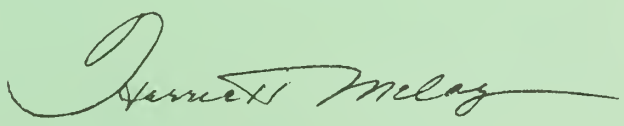
The Board of Public Education has the legal authority to establish and maintain appropriate standards for all Montana public elementary and secondary schools. The purposes of the standards are to: (a) determine eligibility for state equalization aid which, by law, is meant to "guarantee a uniform system of public schools"; (b) guarantee students the benefits of attendance in accredited schools and provide a basis for transfer; and (c) establish a measure of school adequacy by providing minimums.

The State Superintendent and the Board of Public Education realize that the standards reflect changing educational concepts and goals. For that reason, standards have been revised regularly and the purpose of the present loose-leaf format is to allow for that flexibility and change. This loose-leaf notebook should be used to maintain the current Standards for Accreditation of Montana Schools as adopted by the Board of Public Education and published in the Administrative Rules of Montana, Title 10, Chapter 55.

The quality of an educational program depends on a variety of components—the educational philosophy of the district's trustees, administration and teaching staff, the scope and sequence of curriculum and the conditions of the school facilities. In order to translate these standards into sound educational programs, the Board of Public Education, the State Superintendent, county superintendents, trustees, administrators and teachers must combine efforts.

The Board of Public Education has asked the State Superintendent to provide on-site evaluations for the purpose of providing service and assistance to local school trustees in implementing and maintaining these standards. The success of these on-site visits depends upon the cooperation and goodwill of local leadership.

The Board is proud of Montana's public school system, but it realizes that the quality of education is the result of ongoing joint commitment and effort. We look forward to continuing that commitment and effort in the future.



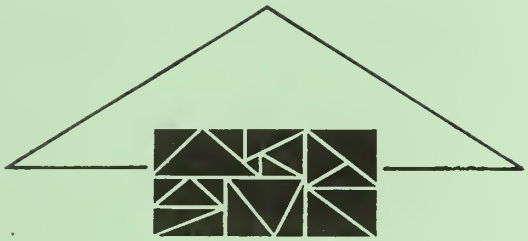
Harriett Meloy
Chairman
Board of Public Education

STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS

The symbol of this publication is designed to signify two basic characteristics of a contemporary school: unity and movement.

Unity is expressed graphically through the assorted triangles which form the base, a rectangle. Each triangle symbolizes a force which contributes to a total, quality educational program. The component parts (students, teachers, administrators, parents, community, resources, facilities, etc.) form the whole (the school).

Movement is expressed graphically through the large triangular "umbrella" or "roof" in the shape of an arrow. The inherent movement in a school—changing teaching methods, mobility of students, the search for innovative and exemplary ways to satisfy the individual student's needs—is caused by the diverse forces which constitute the school itself.



100. GENERAL PROVISIONS

Minimum	Recommended
Accreditation Period	
(1) By authority of section 20-7-101, MCA, the board of public education adopts standards of accreditation on the recommendation of the superintendent of public instruction. Recognizing that the review of accreditation standards is vital, the board will consider recommendations for revision of standards at any time it deems necessary. Notwithstanding any changes made in any five year period, every five years the board shall have made a comprehensive review of all accreditation standards to ensure that such standards are meeting the needs of the state. Effective 8/1/86	
(2) All rules published for adoption in the ARM prior to December 1 will be effective July 1 of the year following unless noted otherwise. They should be found in the Montana School Accreditation Standards and Procedures Manual which is updated and distributed by the superintendent in January of every year. School districts are responsible for filing and updating any information pertinent to the accreditation process. Effective 8/1/86	
(3) By authority of section 20-7-102, MCA, and on the recommendation of the superintendent of public instruction, the board of public education historically has established the accreditation status of each Montana public elementary and secondary school in March of each year. Annual accreditation, therefore, occurs prior to school districts' adoption of preliminary budgets for the ensuing year and yet allows a period of time for analysis of the information on which accreditation recommendations are based. The information gathering and processing schedule commences at the beginning of the school year for which accreditation is sought and is based primarily on data provided by school districts supplemented by visitations and/or inquiries initiated by the superintendent of public instruction. Effective 8/1/86	

Minimum	Recommended
(4) It is the policy of the board of public education not to act on school accreditation in the interim between annual accreditation determinations. It is the consensus of the board that the established annual schedule provides ample opportunity both to schools and to the superintendent to prepare for annual accreditation. Effective 8/1/86	
(5) Once the annual accreditation has been established by the board, any request from a school district for consideration of a change in its accreditation status will be entertained by the board only if it can be shown that an error occurred in reporting, interpreting or processing the data on which accreditation recommendations had been based. Effective 8/1/86	
102. Categories of Accreditation	
(1) "Regular accreditation" is awarded for a school which meets minimum standards or shows deviations from standards of a minor nature. Regular accreditation is for one year.	
(2) "Accredited with advice" will be noted when a school exhibits serious and/or numerous deviations from minimum standards; improvement is expected within the ensuing school year. (See Section II, Procedures, p. 42.)	
(3) "Accredited on probation" will be noted when a school exhibits or continues to have serious and/or numerous deviations from standards or has substantially increased the seriousness of deviations over the previous year. The local school board and other administrative officers must adopt and submit a school improvement plan to the superintendent of public instruction. This plan must provide a systematic procedure for the correction of infractions noted. (See Section II, Procedures, p. 43.)	
(4) A school which fails to have improved after having been accredited with advice or accredited on probation will not be accredited.	
103. Certificate of Accreditation	
(1) A certificate of accreditation will be issued to each accredited school.	
105. Types of Schools	
(1) An elementary school is an organizational unit composed of any combination of grades K through eight.	

Minimum	Recommended
(2) A middle school is an organizational unit composed of any combination of grades four through eight. (Note: All portions of the middle school organization and program composed of grade six and lower shall comply with standards for accreditation applicable to elementary schools.)	
(3) A junior high school is an organizational unit composed of grades seven, eight and nine operating in conjunction with a senior high school and an elementary school.	
(4) A high school is an organizational unit composed of any of the combinations which follow:	
(a) Senior high school: grades 10-12 operating in conjunction with a junior high school and an elementary school.	
(b) Six-year high school: grades 7-12 operating in conjunction with an elementary school as per 20-6-501, MCA.	
(c) Four-year high school: grades 9-12 operating in conjunction with an elementary school.	
6. Approval of New Schools	
(1) To be eligible for accreditation, new junior high schools or high schools must be approved by the superintendent of public instruction prior to their establishment.	
(2) A school operating for the first time or a school which was not in operation the previous year must comply with statutory requirements for the opening of a new school or the reopening of a closed school prior to such opening or reopening.	
7. School Specialists	
(1) Specialists, paraprofessionals and teacher aides employed in a school will be considered in the evaluation of the entire school program for accreditation purposes. In cases where class enrollment is in excess of minimum standards, consideration will be given in determining the severity of deviation for those schools employing specialists, paraprofessionals and teacher aides.	

Minimum	Recommended
108. Alternative Standards	
(1) Any school or school district may apply to the board of public education through the office of public instruction for permission to use an alternate for any standard, section of standards or the entire set of standards excluding those standards that would affect certification policies or requirements. To do so, the school district should indicate the educational goals or values that the current standard should provide students, then how the alternate being applied for would provide the same or improved goals or values. Permission to use an approved alternate would be granted for one year and renewable if the one-year pilot is evaluated to be workable and educationally sound by both the school or school district and the board of public education.	

200. ADMINISTRATION AND SUPERVISION

Under Montana school law, a local board of trustees is charged with the leadership, control and final decision-making powers of the school district. In fulfilling these responsibilities, the board works closely with the district's administrative, supervisory and instructional staff.

The advisory and policy-making activities of the board and administrators must be guided by a comprehensive philosophy which considers the function and the powers of the district, the duties and responsibilities of district staff and the goals of public education.

Because this philosophy should be a foundation for all of the educational activity of the district, it cannot be formulated by the board or administrative staff alone. The board of trustees, district administrators, teachers, students, their parents and the general community must be involved in determining the basic philosophy on which the educational program will be built. Once a philosophy is established, certain goals and objectives for the school program can be specified.

Each district also must define its operational policies and make them available to employees and patrons of the district so that everyone affected may be aware of the governing regulations.

The district superintendent serves as the executive officer of the board of trustees. One of the chief responsibilities is to translate board policy and directives into an operating educational program. The superintendent serves as a link between the board and the school, providing input and feedback both to the trustees and to school personnel and patrons.

The superintendent also has direct responsibility to oversee the district's instructional program. Instructional staff, principals, curriculum specialists and guidance personnel assist the superintendent in the supervision, evaluation and development of a thorough educational program.

Members of the administrative and supervisory staff should be persons of proven academic achievement and educational experience and should demonstrate effective leadership and communication skills.

Administrative and supervisory personnel who participate in hiring, evaluation, and retention or dismissal must have administrative certification and endorsement for the appropriate level. These personnel also need time to provide more than routine inspection of the teachers under their supervision. Each teacher is entitled to continuous observation and individual follow-up conferences designed to improve the quality of instruction. For this reason, the standards recommend that administrative and supervisory personnel devote a major portion of their time to approaches to meet the needs of each student.

Minimum	Recommended
202. Board of Trustees	
(1) Boards shall conduct regular monthly meetings and keep records in accordance with state law.	
(2) Each school district shall formulate a written comprehensive philosophy of education which reflects the specific instructional needs of students at the elementary, middle/junior high school and high school levels, and a statement of goals which describes the district's particular philosophy. The school district shall publicize the availability of such statements so that persons so wishing may secure a copy, and such statement shall be reviewed annually by each school district and revised as deemed necessary. (Adopted by board of public education 5/19/86; effective 6/13/86).	A district's philosophy may include the co munity education process which encourag the development of a comprehensive delive system, based on local citizen involveme greater utilization of school-commun facilities and resources, inter-agency coordi tion, and improved school-community re tions, in order to provide for the education recreational, social and cultural needs of community members.
(3) Each school district shall have written policies which delineate the responsibilities of the board, the superintendent and personnel employed by the school district. Policies will be reviewed annually by the school district and will be available to employees and patrons of the school.	
(4) Each school district shall have a written policy regarding student and parent due process rights.	
(5) Each school district shall have valid, written contracts with all regularly employed certified administrative, supervisory and teaching personnel.	
(6) Each school district shall schedule a school term consisting of at least 180 days, Monday through Friday, in accordance with state law. A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the superintendent of public instruction except where an emergency is of one day's duration and is to be made up on Saturday of the same week, in which instance the district or county superintendent may approve the Saturday make-up day.	
(7) The board of trustees shall transact official business with professional personnel and other employees through the district superintendent of schools except as provided in section 39-31-101 through 39-31-304 of state law.	

Minimum

(8) The board of trustees shall adopt specific policies and procedures for evaluation of certified staff. A comprehensive individual personnel file based on specific evaluation of every teacher, principal, supervisor and other certified staff employed in the district shall be maintained. The individual being evaluated shall be provided with a copy of the written evaluation and shall be granted access to his/her evaluation file.

03. District Superintendent

(1) Each school district operating both an elementary school and a high school must have a superintendent who shall be certified in accordance with state statutes and with the policies of the board of public education.

(2) The district superintendent shall be responsible for the selection and assignment of all school employees and for the administration and supervision of the educational program, subject to the approval of the board of trustees.

(3) All specifically designated supervisors shall be certified in accordance with state statutes and with the policies of the board of public education when:
   (a) These positions are required by special programs.
   (b) Positions are involved in hiring, evaluation, retention and dismissal. (Adopted 1/12/87; effective 1/30/87)

04. Principal

(1) The principal shall be certified in accordance with state statutes and with the policies of the board of public education.

(2) Requirements for the services of principals are determined by enrollments of schools or school districts.

   (a) Any school with an enrollment of fewer than 150 students and not under the supervision of a district superintendent shall provide for supervision at the minimum average of two days per teacher per year through the office of the county superintendent.

   (b) In any school district with a combined elementary and secondary enrollment of more than 50 but less than 150 students and where the superintendent serves as both elementary and secondary principal, the superintendent shall devote half time to administration and supervision in both schools.

Recommended

The board of public education recommends that policies and procedures shall be developed in consultation with administrators, teachers, other staff members and students. Also teachers, administrators and pupils should have the opportunity to comment on the evaluation of these policies and procedures.

The board of public education recommends that any school with an enrollment of fewer than 150 students and not under the supervision of a district superintendent shall provide for supervision at the minimum average of one-half day per teacher per month either through the office of the county superintendent or through the shared services of elementary principals, subject area consultants and/or curriculum consultants.

Minimum	Recommended
(c) In any school district where the combined elementary and secondary enrollment exceeds 150 but is less than 300, the superintendent may serve as half-time elementary or high school principal. The district must employ a half-time elementary or high school principal for the other unit in the district. The superintendent shall devote half-time as principal of the assigned school. Or, in any school district where the combined elementary and secondary enrollment exceeds 150 but is less than 300, and where the superintendent serves as both elementary and secondary principal, the district must employ a half-time administrative assistant. The administrative assistant shall be defined as a person who holds a bachelor's degree and presents evidence of working toward the administrator's certificate on a planned program. If an administrative assistant is employed in lieu of a principal, the assistant must have already completed at least 15 credits in an approved administrative program leading to the principal endorsement. The district must ensure that the administrative assistant (intern) shows continued progress in that role within a three year period. (Adopted by board of public education 10/20/86; effective 11/15/86)	The board of public education recommen that in any school district where the combin enrollment exceeds 150 but is less than 3C the district shall employ both an elementa principal and a high school principal (in additi to the superintendent) who shall devote at lea one half of each school day to supervision a administration.
(d) Any elementary or secondary school with an enrollment of 150 to 300 shall employ a principal (in addition to the superintendent) who shall devote half time to supervision and administration.	
(e) Any school with an enrollment exceeding 300 shall employ a principal (in addition to the superintendent) who shall devote full time to supervision and administration.	The board of public education recommend that any school with an enrollment exceedin 300 shall employ a full-time principal for length of time that includes supervision and a ministration of pre- and post-school year a tivities.
(f) Any junior or senior high school with an enrollment of over 500 students shall employ an assistant principal who shall devote at least one half of each school day to supervision and administration.	

Minimum	Recommended
(g) Any elementary school with an enrollment of over 650 students shall employ an assistant principal who shall devote at least one half of each school day to supervision and administration.	The board of public education recommends that any elementary school with an enrollment of over 500 students shall employ an assistant principal who shall devote at least one half of each school day to supervision and administration.
.Professional Development	
(1) The school district shall provide, as part of a continuous program for the improvement of instruction and administration,a minimum of three days of professional development annually for each certified employee. A day of professional development is defined as six hours of actual contact time. Professional development time may be divided into no less than two hour increments to facilitate delivery of professional development programs.	The board of public education recommends that any district which has more than one secondary school (junior and/or senior high school) assign a secondary school curriculum coordinator for the instructional program. The coordinator may be one of the principals and should hold a Class 3 certificate endorsed for supervisor of secondary curriculum.
(2) By April 15 of each year, the school district shall formulate a plan for professional development which includes:	A district employing two or more elementary principals should assign a coordinator for the instructional program. The coordinator may be one of the principals and should hold a Class 3 certificate endorsed for supervisor of elementary curriculum.
(a) Goals and objectives stating the needs appropriate to the professional development of teachers, administrators and other professional personnel.	
(b) Acceptable activities.	
(c) Methods of evaluation required for each activity contained in the plan.	
(3) For purposes of development and evaluation of the plan, the board of trustees shall establish an advisory committee including but not limited to teachers, administrative personnel and trustees. A majority of the committee shall be teachers.	
(4) The plan shall be on file in the school's administrative office or with the county superintendent and shall be available to employees and patrons of the district. (Effective 1/30/87).	
.Student Records	
(1) Each school shall keep a permanent file of students' records which shall include the name and address of the student, parent or guardian, birth date, academic work completed, level of achievement (grades, standardized achievement tests), immunization record as per 20-5-406, MCA, and attendance data of the student. Student records shall be kept in a fireproof file or vault in the school building or for rural schools, in the county superintendent's office. Each school district shall	

Minimum

establish policies and procedures for the use and transfer of student records which are in compliance with state and federal laws which assure that an individual's privacy is respected.

(2) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

(3) Special Education Records
   (a) Each school shall maintain a separate records file for each student receiving special education and/or related services. As a minimum, each record will contain a current referral form, permission for evaluation, child study team report with accompanying evaluation data, individualized education program and permission for program placement.
   (b) Records will be maintained in confidential manner to include secure storage.
   (c) Each district shall establish written procedures for the destruction of confidential records. Records are to be kept for a minimum of five years after termination of special education services or after age 18 or legal age.

(Refer to Procedures Section: "Guidelines for Student Records," September 1984.)

209. Standard School Day

(1) As provided in section 20-1-302, MCA, ". . .a school day of pupil instruction shall be at least 2 hours for kindergartens and all other preschool programs, unless a variance has been granted by the superintendent of public instruction in accordance with the policies of the board of public education, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day for grades 4 through 12 may be reduced by 1 hour if the total number of hours in the school week is not less than 30 hours. The number of hours in a school week may be reduced, in an emergency, with the approval of the board of public education." (Note: See section 20-1-302, MCA, for eleventh and twelfth grade exceptions.)

210. School Morale

Recommended

Cooperative and harmonious relationsh among staff members, students, trust parents and patrons will contribute to a posi school atmosphere and general morale. board of public education recommends boards of trustees carefully examine exces teacher turnover and lack of administra continuity as they may indicate deficiencie school morale.

300. PERSONNEL

Teacher certification, as required by Montana statutes, serves a dual purpose. First, certification procedures seek to assure the student, parents and the community of well-prepared teachers. Second, certification standards contribute to the professional growth of teachers by requiring them to continue training through advanced study.

If students are to be able to compete in today's complex society, they must have access to a large body of knowledge and must be able to utilize sophisticated learning techniques. Accreditation standards require that high schools shall employ at least four certified teachers or certified full-time equivalents in addition to the principal and superintendent. The standards also require that teachers be assigned on the basis of level of certificate, endorsement(s) and college preparation.

The quality of classroom instruction also is determined by several other factors. To make the best use of teacher's talents, released time is required to develop lesson plans, to engage in research and to participate in training sessions. The standards, recognizing this need, limit the teaching load for a teacher to 28 hours per week except for one- and two-teacher rural schools.

Class load also affects the quality of classroom instruction. The standards prescribe maximum individual class size for grade levels and, at the secondary level, for particular kinds of classes. In addition to limiting class loads, the standards encourage schools to use para-professional assistance in the classroom.

Qualifications of auxiliary personnel—school nurses, social workers, speech therapists, occupational therapists and physical therapists—are not outlined in the certification standards. Such personnel must possess the appropriate license for their occupation as required in existing rules and regulations.

Differentiated staffing and other staffing procedures that involve the utilization of teaching personnel to make optimum use of their talents, interests and commitments are encouraged. Differentiated staffing can include utilizing classroom teachers at different levels of training and competency, subject matter specialists, special service personnel, community resource persons and paraprofessionals such as teacher interns and teacher aides.

Minimum	Recommended
302. Certificates	
(1) All teachers shall hold valid Montana teaching certificates. Also, administrative personnel who teach also shall hold teaching certificates. All supervisory personnel shall hold appropriate certificates. The term "all teachers" shall be interpreted to include teachers involved in the classroom instructional activities of any federally financed program or project. An emergency authorization of employment is not a valid certificate; it is granted to a district which, under emergency conditions, cannot secure the services of a certified teacher. After July 1, 1984, all school psychologists must be certified with a class 6 specialist certificate. Neither study hall supervisors nor teacher aides need to be certified; however, an instructional aide assigned to a classroom shall be under the direct supervision of that classroom's teacher.	
(2) All personnel coaching intramural or interscholastic athletics shall hold a current Red Cross first aid certificate. (Adopted November 1983.)	The board of public education recommen that all certified personnel should have first a training.
(3) In accordance with state law, salary shall be withheld from teachers who have not registered their certificates in the office of the county superintendent within 60 calendar days after their term of service begins. County superintendents shall receive from the schools a list of district professional staff and their assignments and shall advise school districts of professional staff who do not have current registered certificates. (Adopted board of public education 5/19/86; effective 6/13/86)	
(4) All teachers shall file official transcripts of all college work in the office of their chief school administrator. If there is no district superintendent or principal, the county superintendent is the chief school administrator.	
(5) All personnel whose qualifications are not outlined in the certification standards must have a license issued by the appropriate state or federal licensing agency if required in existing rules and regulations.	
(6) All teachers holding a provisional (Class 5) certificate will file the plan of intent from the college where they are completing their program in the office of the chief administrator. The district will ensure a yearly reduction of the deficiencies from each teacher's plan. (Adopted by BPE 3/84; effective 9/1/85)	

Minimum	Recommended

.Teaching Assignments

(1) Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. Exceptions:
- (a) Individuals serving in administrative training positions approved by the board of public education.
- (b) Teachers assigned in grade 7 or 8 who hold a secondary certificate may teach in subject areas for which they hold no endorsement if they have 15 quarter hour (10 semester) credits of preparation in the assigned subject area. The 15 credits shall include a methods course in the teaching of that subject area appropriate to the grade levels.
- (c) Teachers assigned in grade 5 or 6 in the departmentalized classroom or middle school, who hold a 5-12 secondary certificate, must be endorsed in the subjects they are teaching. A 5-12 certificate will not cover a 5 or 6 grade assignment in a self-contained classroom.
- (d) Clarification for teaching assignments in grades 5 & 6 and 9-12.

you are teaching in the llowing subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
t	Art (83 or 84)	
isiness English	English (20) or Business Education (70, 71 or 72)	
isiness Law	Business Education (70, 71 or 72)	
isiness Mathematics	Mathematics (40) or Business Education (70, 71 or 72)	
isiness—General	Business Education (70, 71 or 72)	
isiness—Shorthand, Steno	Business Education (70)	
isiness—Typing	Business Education (70 or 71)	
isiness—Bookkeeping	Business Education (70, 71 or 72)	
vics	Social Science (10) or Political Science (15) or History-Political Science (17)	15 quarter credits in U.S. government if endorsed in (10)
afts	Art (83 or 84) or Industrial Arts (62)	
amatics	English (20) or Dramatics (22) or Speech-Drama (25)	15 quarter credits in drama if endorsed in (20)

Economics	Social Science (10) or Economics (12) or Economics-Sociology (16)	15 quarter credits in econon endorsed in (10)
English-Language Arts	English (20)	
Foreign Language	Foreign Language (39) or appropriate foreign language endorsement (31) through (36)	(Adopted by BPE 10/20/86; 11/15/86)
Geography	Social Science (10) or Geography (14)	15 quarter credits in geogr endorsed in (10)
Gifted and Talented	Appropriate subject area	
Government	Social Science (10) or History (11) or Political Science (15) or History-Politi-cal Science (17)	15 quarter credits in U.S. go ment if endorsed in (10) or ((Adopted by BPE 10/20/86; 11/15/86)
Guidance	Guidance (94) or Guidance K-12 (67 or 97)	
Health	P.E. & Health (91 or 92) or health (93)	15 quarter credits in health dorsed in (91) or (92)
History	Social Science (10) or History-Political Science (17)	15 quarter credits in history i dorsed in (10)
Journalism	English (20) or Journalism (23)	At least 1 course in journalisr dorsed in (20)
Library	Library (24) or Library K-12 (67 or 26)	
Mechanical Drawing or Drafting	Industrial Arts (62)	6 quarter credits in mechanic drawing if endorsed in (62)
Music	Music (81 or 82)	
Native American Studies	Any endorsement	(Effective 1986, 15 quarter in Native American Studies tified as a teacher at the le fered. The utilization of a qu Native American resource under the supervision of a ce teacher can be used in lieu of t credit requirement.)
Physical Education	Physical Education (91 or 92)	
Problems of Democracy	Social Science (10) or Political Science (15) or History-Political Science (17)	15 quarter credits in governm endorsed in (10)
Psychology	Social Science (10) or Psychology (96)	15 quarter credits in psychol endorsed in (10)
Reading	Reading K-12 (27) or English (20)	15 quarter credits in reading dorsed in (20)
Science—General	Science (50) or any two science en-dorsements (51) through (56)	
Science—Biology	Science (50) or Biological Science (52) or Biology (55)	15 quarter credits in biology if dorsed in (50)
Science—Chemistry	Science (50) or Physical Science (51) or Biological Science (52) or Chemistry (54) or Biology (55)	15 quarter credits in chemistry dorsed in (50), (51), (52) or (5

Minimum	Recommended
(2) Teachers holding certificates endorsed for general subject fields (e.g., general science or social sciences) shall have 15 quarter (10 semester) credits of preparation in any specific subject taught within the general area.	
(3) Teachers in state-approved junior high schools shall hold valid Montana teacher certificates endorsed for appropriate levels and subjects. Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades kindergarten through nine. Teachers with such certification shall have a minimum of 30 quarter (20 semester) credits in all subjects which they teach at the ninth grade level.	The board of public education recommends that the proportion of teachers certified at elementary or secondary levels shall not be less than one third at either level.
(4) Teachers assigned to teach reading skills or remedial reading shall have one of the following certification endorsements: a) elementary education, b) an endorsement in reading, c) an endorsement in English with at least 15 credits in reading instruction.	The board of public education recommends that all teachers provide instruction and reinforcement in reading, spelling and grammatical skills for the subject or course they are teaching. School districts should provide inservice opportunities for all teachers to ensure professional competency to teach reading skills in the assigned subject or course.
Teacher Load: High School, Junior High School, Middle School and Grades 7 and 8 Budgeted at High School Rates	
(1) High schools and junior high schools shall employ at least four full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school.	
(2) Middle schools and grades 7 and 8 budgeted at high school rates with 60 or more students shall employ at least three full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school.	
(3) Grades 7 and 8 budgeted at high school rates with less than 60 students shall employ two and one-half full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school.	
(4) Individual class size shall not exceed 30 students, except where schools are experimenting and have the approval of the state superintendent. Physical education and typing classes may have 45 students. Class size limits do not apply to instrumental music or choral groups.	

Minimum	Recommended
(5) No teacher shall have more than 28 clock hours of assigned student responsibility per week.	
(6) The number of students assigned a teacher per day shall not exceed 160. Typing and physical education classes shall be counted at two thirds of the actual enrollment. Study hall, regardless of size, shall be counted as 15 students. Student limits do not apply to instrumental music or choral groups. Library, guidance and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full-time in these areas, the assignment may be for the entire day.	The board of public education recommen that English teachers shall not be assign more than 125 students per day, or they sh have the services of para-professionals.
305. Teacher Load: Elementary Schools	
(1) In multi-grade classrooms, the maximum class load shall be as set forth below: (a) Grades kindergarten, 1, 2, and 3: 20 students. (b) Grades 4, 5, and 6: 24 students. (c) Grades 7 and 8: 26 students.	The board of public education recommen that the certified staff should be supplement by para-professionals.
(2) Multi-grade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.	
(3) In single-grade rooms, the maximum class load shall be as set forth below: (a) No more than 24 students in kindergarten. (b) No more than 26 students in grades 1 and 2. (c) No more than 28 students in grades 3 and 4. (d) No more than 30 students in grades 5 through 8.	The board of public education recommen that in single-grade rooms, the maximum cla load should be as set forth below: (a) No more than 22 students in ki dergarten. (b) No more than 20 students in grade 1. (c) No more than 24 students in grade 2. (d) No more than 26 students in grades 3 ar 4. (e) No more than 28 students in grades through 8.
(4) In one-teacher schools, the maximum class load shall be 18 students.	
(5) No teacher shall have more than 28 clock hours of assigned student responsibility per week except for one- and two-teacher rural schools.	The board of public education recommen that during the regular 6-hour teaching da each teacher should have 45 minutes preparation and planning time. This time shou be in addition to any regularly scheduled rece and lunch period. During this 45-minute perio the teacher should be free of any direct respo sibility for students.

400. SCHOOL PROGRAM

A program of instruction for students is the central reason for the school's existence. Every policy, activity and decision carried out by the board of trustees, the administrative personnel and the teaching staff should be directed toward strengthening that program.

Schools are urged to take advantage of all appropriate educational resources within the community to assure that the educational program for each student is related to the student's needs and relevant to life within the community.

The accreditation standards outline a minimum instructional program. Schools are urged to consider this program as a starting point from which they can expand course offerings to meet the increasingly specialized needs of students and society.

A district must formulate precise and realistic goals for its educational program. These goals will flow primarily from the stated educational philosophy of the district, but they also should take into account the particular aspirations, interests and abilities of students.

A major resource for curricular activities is the school library. In these standards, the term "library" includes instructional media centers, communication centers, or other titles used to describe this resource. An effective curriculum must be reinforced by a quality library and resource center. Teachers cannot be expected to remain completely abreast of the changes, reinterpretations and discoveries occurring daily in all fields of knowledge. Students and teachers, therefore, must have access to a well-stocked library which contains a core of reference books, fiction, periodicals, maps and other educational media. The library's resources should be updated and enlarged continuously to reflect the best of modern as well as classical thought.

Library facilities are as vital to the elementary curriculum as they are to middle school, junior high and high school curriculums. In all cases, these resources should reflect a variety of interests, subject areas and reading levels and should be easily accessible. School officials responsible for establishing the daily school schedule must assure that each student's daily schedule includes appropriate time allocations for efficient use of the library facility.

Minimum

Recommended

402. Basic Instructional Program: High School, Junior High, Middle School and Grades 7 and 8 Budgeted at High School Rates.

(1) Each district shall have in writing and on file a process of program evaluation. Self-review of each program shall occur at least once every ten years, using the Northwest Association evaluation program or evaluative materials of the using school's choice.

(2) A high school shall require a minimum of 16 units for graduation including ninth grade units; however, at its discretion, a governing authority may require additional units of credit for graduation. A unit of credit shall be given for satisfactory completion of a full-unit course. At the discretion of the local administrator, fractional credit may be given for partial completion of a course.

(3) A unit of credit is defined as the equivalent of at least 225 minutes per week for subjects without laboratory work and 250 minutes per week for subjects that require laboratory work. Passage time between classes may be counted toward the standard school day.

(4) The following is a list of alternative procedures for earning credit. They are acceptable equivalents to the basic definition of a unit of credit. Such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and appearing on the student's official transcript, must be accepted in any accredited Montana high school.

(a) Satisfactory completion of the content of a course in a period of time either shorter or longer than that normally required. Criteria for successful completion shall be developed as a guide for teachers, students and parents in assuring quantity and quality of performance, regardless of time involved.

(b) Credit earned in summer classes may be applied toward graduation requirements if the summer classes are taught by properly contracted teachers, and it shall be prorated in accordance with the policies of the local governing authority.

Minimum	Recommended
(c) Satisfactory completion of special courses in such programs as Job Corps, Upward Bound and Armed Forces schools. Credit given for satisfactory completion of such courses shall be in accordance with policies of the local governing authority.	
(d) Satisfactory completion of unconventional programs such as work study, cooperative work experience, college level courses taken in high schools and others. Work study and work experience programs shall be coordinated with the supervision of a contracted teacher of the school.	
(e) Credits earned through the National University Extension Association or earned through one of the schools approved by the National Home Study Council. This credit may be applied toward graduation if the student is regularly enrolled and if the credits are issued in accordance with the policies of the local governing authority.	
(f) Credit earned in adult education classes may be applied toward graduation requirements, provided the classes have been established in accordance with state law, classes are taught by properly contracted teachers, and the issuance of credit follows the policies of the local governing authority.	
(5) Course requirements for graduation are: (a) Language arts: 4 units. (b) American history: 1 unit. (c) American government: ½ unit. A 2-unit course in American history and American democracy, which includes a study of government, may be used to meet the American history and government requirements. (d) Mathematics: 2 units. (e) Laboratory science: 1 unit. (f) Health and physical education: 1 unit. A school must offer at least a two-year program of physical education and specific instruction in health, the content to be adjusted to provide for earning one unit of credit during the two-year period. Students must take health and physical education for two years. Participating in interscholastic athletics cannot be utilized to meet this requirement.	

Minimum	Recommended
(g) The governing authority shall require the development and implementation of processes to assist staff members in assessing the educational needs of each student. Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests also shall be considered with respect to age, maturity, interests and aspirations of the students and shall be in consultation with parents or guardians.	
(6) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted in all Montana high schools.	
(7) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.	
(8) The basic instructional program for each high school shall be at least 16 units of course work which shall include at least those given below:	
(a) Language arts: 4 units. The basic minimum program in the four skills of communication (speaking, listening, reading and writing) is required each year.	
(b) Social sciences: 2 units.	
(c) Mathematics: 2 units.	
(d) Science: 2 units.	
(e) Health and physical education: 1 unit. A school must offer at least a two-year program of physical education and specific instruction in health, the content to be adjusted to provide for earning one unit of credit during the two-year period. Students must take health and physical education for two years. Participation in interscholastic athletics cannot be utilized to meet this requirement.	The board of public education recommen that physical education classes should e phasize lifetime sports and minimize the type sports played in interscholastic athletics.
(f) Fine arts: 1 unit. Fine arts include music, art, drama.	
(g) Practical arts: 2 units. Practical arts include home economics education, industrial arts, business education and agriculture.	
(h) Two electives.	

Minimum	Recommended
(g) Practical arts: 2 units. Practical arts include home economics education, industrial arts, business education and agriculture.	
(h) Two electives.	
(9) Basic instructional program for junior high school, middle school, and grades 7 and 8 budgeted at high school rates must offer:	
(a) Language arts: 3 units in junior high and 2 units for middle school and 7th and 8th grades.	
(b) Social sciences: 3 units in junior high and 2 units in middle school and 7th and 8th grades.	
(c) Mathematics: mathematics offerings are to include both algebra and general math in grade 9, 3 units in junior high and 2 units in middle school and 7th and 8th grades.	
(d) Science: 3 units in junior high and 2 units in middle school and 7th and 8th grades.	
(e) Health and physical education: ½ unit each year in junior high and ½ unit each year in middle school and 7th and 8th grades.	
(f) Art: ½ unit each year in junior high and ½ unit each year in middle school and 7th and 8th grades.	
(g) Music: ½ unit each year in junior high and ½ unit each year in middle school and 7th and 8th grades.	
(h) Practical arts (includes home economics, industrial arts, business education and agriculture) ½ unit each year in junior high and ½ unit each year in middle school and 7th and 8th grades.	
(10) A unit is defined as the equivalent of at least 225 minutes per week in non-laboratory courses and 250 minutes per week in courses that require laboratory work. Units in grade 9 shall be equivalent to units of credit for high school graduation requirements. Passage time between classes may be counted toward the standard school day.	

(11) A middle school, as defined in ARM 10.13.201, differs from a junior high school because middle school philosophy specifically addresses the unique nature of middle school children by focusing on their intellectual, social, emotional and physical development. To put such philosophy into practice, a middle school must have flexibility to approach instruction and teaching in a variety of ways, to undertake inter-disciplinary work and to plan blocks of course work deriving from the intellectual, social, emotional and physical needs of middle school students.

(a) A middle school minimum curriculum shall include the subjects (see (i) through (ix) below) which must be maintained in balance. Critical and creative thinking, career awareness, life-long learning and safety will be incorporated in the school program.

(b) Schools using this standard to incorporate flexibility in quest of a quality program shall document the program with curriculum guides, class schedules and other means to maintain balance among and within the disciplines enumerated below. Such documentation shall be reviewed and approved by the office of public instruction. The middle school curriculum must fall within the continuum of skills that are part of the K-12 program in all disciplines.

(c) If the middle school program for grades seven and eight is funded at high school rates, it shall include:

(i) Art: art history, art criticism, aesthetic perception and production.

(ii) English Language Arts: reading, writing, listening, and speaking.

(iii) Health and Physical Education.

(iv) History, Social and Behavioral Sciences.

(v) Mathematics: written and mental computation and problem solving.

(vi) Music: general, instrumental and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception and musical production).

(vii) Physical and Natural Sciences.

(viii) Practical Arts: e.g., agriculture, business education, home economics, industrial arts.

(ix) Exploratory courses: e.g., creative writing, dance, drama, foreign language, photography. (Adopted 1/12/87; effective 1/30/87)

Minimum	Recommended
.Basic Instructional Program: Elementary	
(1) An elementary school shall have a minimum educational program that includes the subject areas listed below:	
(a) Language arts including reading, literature, writing, speaking, listening, spelling, penmanship and English.	
(b) Arithmetic, written computation and problem solving.	
(c) Science, ecology and conservation.	
(d) Social sciences, including geography, history of the United States, history of Montana, agriculture and economics. Contemporary and historical traditions and values of American Indian culture may also be included.	
(e) Fine arts, including music and art.	
(f) Physical education.	
(g) Safety, including fire prevention as outlined in state statutes.	
(h) Health education.	
(i) Weekly time allotments for each subject area are flexible; however, in grades 1, 2 and 3, the standard school day must consist of at least four hours. In grades 4, 5, 6, 7 and 8, the standard school day must consist of at least six hours. Daily time allotments do not include time allotted for the lunch period, and time allotments should be scheduled to give balance to the educational program. Two recesses per day may be counted toward the standard school day. One recess per day may be counted as physical education if a planned activity supervised by a certified teacher is provided.	The board of public education recommends that, in developing a daily or weekly schedule, time allotments should be flexible for meeting the individual needs of children since all children do not need exactly the same amount of time in each subject area every day. Every teacher should prepare a daily or weekly plan of instruction.
(2) Basic instructional course material or textbooks in the fundamental skill areas of language arts, mathematics, science and social studies must be reviewed by authorities at intervals not exceeding five years. All instructional materials must be sequential and, in addition, must be compatible with previous and future offerings.	

Minimum	Recommended
.Library Media Services, K-12	
(1) All schools shall have a centralized catalog of all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to students and teachers.	The board of public education encourages schools to offer family life and human sexuality programs for all grades K-12. The goal of such programs is to develop in concert with parents, churches, community organizations, and youth, sources of information and discussion which will help students confront the physiological, psychological, social, and ethical implications of human sexuality.
(2) Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.	Specific goals should be clearly explicated for each locality and should include information which will assist young people in understanding and integrating into their lives self-respect, mutual respect, consideration of the needs of others, affection and love, variety of family structures and roles of family members, male and female roles in society, communication skills, peer relationships, clarification of personal values and goals, and the consequences and implications of behavior.
(3) In high schools, junior high schools, middle schools and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement and the library shall be housed in a central location.	The board of public education recommends that all schools shall have centralized all the instructional media in the school, exclusive of textbooks. This collection should include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to teachers and students. This collection should be organized according to accepted library practice and shall be readily available to the students.
(a) In schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours or 2 periods per day in the library.	Policies should be reviewed annually by the school board and made available to employees and patrons of the school district.
(b) In schools of 101 to 300 students the librarian shall spend a minimum of 3 hours or 3 periods per day in the library.	
(c) In junior and senior high schools of 301 to 500 students, the librarian shall spend full-time in the library. One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.	
(d) Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:	

Enrollment	Librarian
501 to 1,000	1.5
1,001 to 1,500	2
1,501 to 2,000	2.5
2,001 to 2,500	3

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

Minimum	Recommended
(4) Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement.	
(5) The library media collection shall include instructional items in numbers sufficient to meet staff and student needs. (Instructional items refer to all print and nonprint media owned by the school district including reference materials, periodicals, newspapers and materials held in the district instructional media centers.) The items shall be selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students.	
(6) After a school library has assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below:	The board of public education recommends that after the school library has once assembled the minimum collection, the annual expenditure for books and periodicals, exclusive of textbooks and audiovisual materials, should meet the minimum expenditures given below:
Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:	Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:
50 or fewer students $ 900 51-100 1,440 101-200 1,800 201-500 3,600 or $9 per student, whichever is greater. 501-1,000 5,400 or $7.20 per student, whichever is greater. 1,001-1,800 7,200 or $6.30 per student, whichever is greater. 1,800 + 10,800 or $5.40 per student, whichever is greater.	50 or fewer students $1,440 51-100 2,160 101-200 2,700 201-500 5,400 or $12.60 per student, whichever is greater. 501-1,000 8,100 or $10.80 per student, whichever is greater. 1,001-1,800 10,800 or $9 per student, whichever is greater. 16,200 1,800 + or $7.20 per student, whichever is greater.
A minimum of $1.80 per student shall be expended for media software.	
Funding: Elementary 300 or fewer students—$8.10 per student or $180, whichever is greater. Over 300—$2,430 plus $4.50 per student over 300 enrollment.	
A minimum of $1.80 per student shall be expended for media software.	The board of public education recommends that a minimum of $5.40 per student should be expended for media software.

Minimum	Recommended
(7) The staff shall provide students with instruction in the use of the media.	
(8) Provision shall be made for work areas and individual study areas for viewing, listening and recording.	
(9) The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours.	The board of public education recommends that the library should be made available for use by students, staff and the general public in the evenings and at other times when such use does not conflict with the regular instructional program.
16. Guidance and Counseling, High School, Junior High School, Middle School and 7th and 8th Grades Funded at High School Rates.	
(1) Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter (20 semester) hours preparation in guidance. (Effective for the 1986-87 school year, a counselor will need an endorsement based on a minimum of a minor and three years experience as a certified classroom teacher.)	
(2) A minimum equivalent of one full-time counselor for each 400 students shall be provided. All schools must have a counselor assigned for at least one hour a day or five hours per week.	The board of public education recommends that a minimum equivalent of one full-time counselor for each 300 students shall be provided. All schools should have a counselor assigned for at least one hour a day.
(3) A separate room specifically designed for guidance and counseling shall be provided.	The board of public education recommends that a room or rooms wherein counselors may conduct testing, group guidance or small conferences should be provided.
(a) Adequate space and facilities for clerical assistance shall be provided.	
(b) A guidance library shall be provided which is available to all students.	
17. Guidance and Counseling: Elementary	
(1) Guidance and counseling services shall be provided.	The board of public education recommends that all schools should provide a developmental guidance program.
18. Reading Specialist	A full-time reading specialist for each district with a minimum of 300 students (K-12) should be provided.
19. Student Follow Up	Montana high schools should conduct follow up studies of all graduates and non-graduates grades 9-12. The results of such studies should be incorporated into the curriculum development process and should be shared with staff and school constituents.

Minimum	Recommended
410. Special Education: Minimum Requirements	
(1) General	
(a) Handicapped children are provided opportunities to become confident, dignified and self-sufficient members of society.	
(b) To the maximum extent possible, handicapped children are educated with non-handicapped in the district in which they live.	
(c) A child receives special education only when documentation shows that the child cannot be appropriately educated in the regular program.	
(d) A current individualized education program is prepared for each student receiving special education and/or related services.	
(2) Itinerant and Resource Room Services	
(a) Direct services are provided to students with handicaps who are enrolled in the regular education program for more than 50 percent of the school day.	
(b) Ongoing consultation and communication are provided by the itinerant and resource personnel to the student's regular teacher(s).	
(3) Self-Contained Instruction	
(a) Direct services are provided to students enrolled in special education for more than 50 percent of the school day.	
(b) Students in self-contained placement participate with regular students to the maximum extent appropriate.	
(4) Each student who has successfully completed an identified educational program must receive a diploma. The official transcript will indicate the specific courses taken and level of achievements.	School districts are encouraged to establis Cooperative Special Education programs i order to reduce part-time positions and to mee minimum FTE buget approval levels.

500. SCHOOL FACILITIES

The primary duty of a district with regard to school facilities is to safeguard the health and well-being of the children enrolled in its schools. The Montana State Department of Health and Environmental Sciences has published ***School Environment Guide, Law and Regulations,*** which outlines the minimum health and safety standards for Montana school structures.

In addition to sufficient classroom space, a quality educational program needs facilities for science, music, art, vocational education, special education and guidance programs. Adequate recreational facilities are necessary to provide students the opportunity to develop physical as well as mental skills.

The environment offered by the school plant has a direct effect on the tone and spirit of the school. Bright, well-designed and well-maintained buildings make a positive contribution to a student's attitude toward school.

As with other components of the educational program, school facilities should reflect, insofar as possible, the district's total educational philosophy.

500. SCHOOL FACILITIES

	Minimum	Recommended
502. Site and Grounds		
(1)	The area must be of sufficient size to provide adequate space for school facilities and activities and must be located so as to conform to state and local building requirements.	
(2)	New and remodeled schools must comply with requirements outlined in the Public Accommodation and Consumer Safety section of Title 16, Chapter 10, Sub-Chapter 11 of the Administrative Rules of Montana.	

Minimum	Recommended
503. School Plant and Facilities	
(1) The school plant and facilities must be adequate for the number of students enrolled and for the curriculum offered. Facilities must be constructed and equipped to safeguard health and to protect students and staff against fire and other hazards. The local board of trustees or other designee shall review annually plant and facilities in cooperation with the local fire chief and the county sanitarian where such offices exist.	
(2) All high schools, regardless of enrollment, must have at least four general classrooms in addition to a study hall and a library. All rooms shall be neat, clean, well lighted, attractive and adequately heated and ventilated.	
(3) Schools must provide a special room with the necessary equipment for emergency nursing care and first aid.	
(4) Lunch rooms shall meet state standards for food handling establishments and the standards established by the superintendent of public instruction. (See Food Service Establishment Rules in Title 16, Chapter 10, Sub-Chapter 2 of the Administrative Rules of Montana.)	
(5) New construction, enlargement or remodeling of any building to be used for public school purposes must be approved by the superintendent of public instruction and the Building Codes Division of the Department of Administration, which has the responsibility of coordination with other state agencies.	
(6) The furnishing and equipping of the school building shall be sufficient in quality and quantity to support a quality educational program. Hygienic requirements and adaptability to various school and classroom activities should be carefully considered in the selection of school equipment and materials. Adequate storage space, convenient to classrooms, should be provided for equipment and materials.	
(7) All new or remodeled buildings shall be equipped with at least a fireproof vault adequate to handle school and student records.	
(8) A flag of the United State of America shall be displayed in accordance with state law. The Montana state flag must be properly displayed in an appropriate location in the building.	

Minimum	Recommended
(9) Minimum essential facilities must be available and accessible to all students.	
4. Maintenance	
(1) The school grounds and buildings must be maintained in such manner so as to assure the health and safety of students and staff.	
(2) Custodial service and heating, lighting, ventilation, water supply and lavatories shall be such as to assure hygienic conditions for students and staff. Standards of the Public Accommodation and Consumer Safety section of Title 16, Chapter 10, Sub-Chapter 11 of the Administrative Rules of Montana must be met.	
5. Safety	
(1) Fire drills should be conducted in accordance with state statutes. Statutes of 1985 require eight per school year. (Adopted by BPE 5/19/86; effective 6/13/86)	
(2) Precautions for protection against disasters such as blizzards, fires, floods, earthquakes, bomb threats, or nuclear disasters must be taken throughout the buildings and grounds.	
(3) Safety precautions must be taken for the protection of students and staff against injuries in all buildings and on all grounds, particularly on playgrounds and in laboratories, shops and gymnasiums. Special provision must be made to protect students while operating power machinery.	
(4) Gas supply lines serving science laboratories, home economics rooms, shops or other rooms utilizing multiple outlets shall have a master shut-off valve that is readily accessible to the instructor or instructors in charge.	
(5) Home economics rooms, shops, offices and other rooms using electrically operated instructional equipment shall be supplied with a master electric switch readily accessible to the instructor or instructors in charge.	

SECTION II

OFFICE OF PUBLIC INSTRUCTION

PROCEDURES FOR ADMINISTRATION OF ACCREDITATION STANDARDS

INTRODUCTION

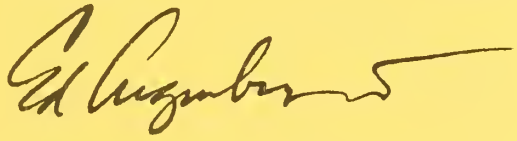
Fellow Educator:

The following pages include guidelines and applications my office uses to assist schools in meeting the Standards for Accreditation. The loose-leaf binder format will allow for the addition of new information and the deletion of outdated materials.

In September 1982, the Office of Public Instruction began a five-year cycle of on-site accreditation review of our 780 public schools, as well as 16 private schools seeking accreditation. This review has been a worthwhile venture for schools and Office of Public Instruction staff members.

Although many schools in our state exceed the standards, I am sure you may recognize certain areas that need your attention. I know that you will find useful information in this *Standards and Procedures Manual* to assist you in providing a quality program for Montana's school children.

Sincerely,



Ed Argenbright
Superintendent of Public Instruction

ANNUAL ACCREDITATION PROCESS CALENDAR

March	*Step I*—All public and private schools wishing to be accredited receive an up-to-date version of Standards—complete for the coming school year so that budget items may be dealt with early.
September	*Step II*— (a) Schools receive Fall Report forms from OPI. (b) On-site accreditation visits begin and continue throughout the school year (September-May).
October 1	*Step III*—Schools must return completed Fall Reports and schedules to county superintendents.
October 15	*Step IV*—County superintendents return Fall Reports and schedules for all county schools to OPI.
October 15-January 20	*Step V*—OPI staff synthesizes and analyzes all Fall Reports and other information.
January 20	*Step VI*—State Superintendent's Advisory Committee reviews schools and recommends status to Superintendent.
February	*Step VII*—Schools recommended for Advice or Probation are notified and allowed time to make corrections.
February 20	*Step VIII*—OPI staff meets with Superintendent.
March	*Step IX*— (a) Superintendent reviews new information and makes final recommendations to Board of Public Education. (b) Board assigns final status to schools. (c) OPI notifies schools of status and allows Probation and Advice schools to submit plan by August 1 of the ensuing school year.

OFFICE OF PUBLIC INSTRUCTION'S CRITERIA FOR ADVICE STATUS

The following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to be recommended to the State Superintendent. If other considerations become a factor (e.g., new programs, exceptional efforts to meet the needs of students, etc.), the balance scale may move the school from one accreditation status to another.

1. An attendance center has four or more misassigned teachers. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments.

2. Superintendents, principals and their assistants do not have proper endorsement and program of study for completion of administrative endorsement.

3. An administrative assistant, as per standard 204(2)(c), does not have proper endorsement—fifth year.

4. School does not have necessary number of administrators—second occurrence.

5. Total number of deviations is five or more.

6. Any continuing deviations have occurred for three **consecutive** years.

7. Secondary teacher is teaching all subjects K-6.

8. Library services are not provided—first time.

9. Counseling services are not provided—first time.

10. Minimum educational programs or subjects are not available or not offered.

11. Facilities create safety and health hazards and inadequate learning conditions.

Should a school be recommended for Advice a second or succeeding years, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted.

OFFICE OF PUBLIC INSTRUCTION'S CRITERIA FOR PROBATION STATUS

The following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to be recommended to the State Superintendent. If other considerations become a factor (e.g., new programs, exceptional efforts to meet the needs of students, etc.), the balance scale may move the school from one accreditation status to another.

1. Noncertified teachers are employed—first year.

2. Superintendents, principals and their assistants do not have appropriate endorsement and program of study—fourth year.

3. An administrative assistant, as per standard 204(2)(c), does not have proper endorsement—sixth year.

4. School has misassigned teacher—fifth occurrence, same teacher.

5. Four or more misassigned teachers—third year.

6. Facilities create safety and health hazards and inadequate learning conditions—second recurrence with no efforts to improve.

7. School does not offer all educational program requirements for comprehensive school meeting standards of accreditation—second year.

8. Continuing deviation(s)—five years (i.e., same teacher misassigned or class with inappropriately assigned teacher).

If a school is recommended for Probation, the local school board must adopt and submit a written school improvement plan to the Superintendent of Public Instuction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted.

Certification Code
Revised September 1980
CODES

Class of Certificate

1 Class 1 Teaching
2 Class 2 Teaching
3 Class 3 Administrative
4 Class 4 Vocational
5 Class 5 Provisional
6 Class 6 Specialist
8 Life (no longer issued)
9 Other*

Level of Endorsement

1 Elementary (K-9)
2 Secondary (7-12)
3 Elementary & Secondary (K-12)
8 Secondary (5-12)
9 Other*

ADMINISTRATIVE ENDORSEMENTS

01 Elementary Principal (K-9)
02 Secondary Principal (7-12)
03 Superintendent (K-12)
04 Supervisor (K-9)
05 Supervisor (7-12)
06 Supervisor (5-12)
07 Supervisor (K-12)
08 Secondary Principal (5-12)

SPECIALIST ENDORSEMENTS

09 School Psychologist

TEACHING ENDORSEMENTS

00 Elementary Curriculum

10 Social Science
11 History
12 Economics
13 Sociology
14 Geography
15 Political Science (includes American Government)
16 Economics-Sociology
17 History-Political Science

20 English
21 Speech-Communication
22 Dramatics
23 Journalism
24 Library**
25 Speech-Drama
26 Library (K-12)
27 Reading (K-12)

31 French
32 Spanish
33 German
34 Russian
35 Latin
36 Other**

40 Mathematics

50 General Science
51 Physical Science
52 Biological Science**
53 Physics
54 Chemistry
55 Biology
56 Earth Science

61 Agriculture
62 Industrial Arts
63 Home Economics
64 Distributive Education
65 Trade and Industry*
67 Other*

70 Business Education (with typing and shorthand)
71 Business Education (with typing)
72 Business Education**

81 Music (K-12)
82 Music**
83 Art (K-12)
84 Art**

91 Physical Education & Health (K-12)
92 Physical Education & Health**
93 Health
94 Guidance and Counseling**
95 Special Education**
96 Psychology
97 Guidance & Counseling (K-12)
98 Special Education (K-12) (Exceptional Children)
99 Traffic Education

* _____
Specify

* _____
Specify

**No longer initially issued.

e of Montana
e of Public Instruction
rgenbright, Superintendent
na, MT 59620

APPLICATION PROCEDURE ALTERNATIVE STANDARD(S)

Deadline—March 1

PURPOSE

It is the purpose of Standard 108 (The Alternative Standard) to provide schools an opportunity to replace or modify any accreditation standard (with the exception of certification) in **Standards for Accreditation of Montana Schools** with a standard that has been developed to better meet the educational need of the school(s) or district involved. The intent of Standard 108 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems.

CRITERIA

The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will equal or better what is accomplished by the present minimum accreditation standards.

APPLICATION PROCEDURES

1. Submit your alternative standard to the Office of Public Instruction on or before application deadline, which is March 1.

2. Include all items noted in application format. The Accreditation personnel of the Office of Public Instruction will, if requested, provide assistance in the development of the proposal.

3. Submit the application on or before March 1 to the Office of Public Instruction, Accreditation personnel, for review and recommendation to the Board of Public Education.

4. Final approval or denial will be determined by the Board of Public Education at its April meeting. All schools will be notified by the Office of Public Instruction.

5. If approved, the alternative standard(s) will be effective (only) during the upcoming year.

6. Applications must be submitted on an annual basis.

APPLICATION FORMAT

On a separate sheet, please answer the following areas:

1. List the presently accepted accreditation standard(s) which will be replaced or modified with an alternative standard. Use the number of the standard. Explain how you are presently meeting these standards.

2. Explain your proposed alternative standard(s) and how this alternative approach will equal or better what you are now doing to meet the accepted standards listed in number one above.

3. You should list at least one specific, measurable objective for each alternative standard, which clearly shows how the proposed alternative standard(s) will equal or better what is presently being accomplished in your school(s) or district.

4. Explain how you will evaluate each objective stated in number three above.

ce of Public Instruction
Argenbright, Superintendent
e Capitol
na, MT 59620

Due: March 1st

Information to Support
SEVENTH AND EIGHTH GRADE
Funding Through Provisions
of Sections 20-9-311
and 20-9-312, MCA.

---

mentary District No._____ _____ _____

City or School County

gram offerings for both grades 7 and 8 for school year 19_____ - 19_____

ndard 402.9	**Standard 402.10**	Yes	No	Comments
Language Arts	One unit each year	_____	_____	_____
Social Sciences	One unit each year	_____	_____	_____
Mathematics	One unit each year	_____	_____	_____
Science	One unit each year	_____	_____	_____
Health & Physical Education	One-half unit each year	_____	_____	_____
Music	One-half unit each year	_____	_____	_____
Art	One-half unit each year	_____	_____	_____
Practical Arts (Please specify)	One-half unit each year	_____	_____	_____

ndard 404

Is the librarian endorsed? _____ _____ _____

Name_____

Is the librarian assigned as follows:

A. 1½ hours a day for schools with 100 or fewer seventh & eighth grade students, or..... _____ _____ _____

B. 3 hours a day for schools with 101 to 300 seventh & eighth grade students, or..... _____ _____ _____

C. Full time for schools with 301 to 500 seventh & eighth grade students. _____ _____ _____

ndard 406

Does the guidance counselor have a guidance and counseling endorsement? _____ _____ _____

Name _____

Are guidance and counseling services provided at the equivalent of one counselor per 400 students? NOTE: All approved seventh and eighth programs must have a counselor assigned for at least one hour per day. _____ _____ _____

A; 04 8/86

Standard 303	Yes	No	Comments
13. Are all teachers teaching in their area of endorsement or do all secondary teachers have at least 15 quarter credits (including a methods course) in assigned teaching areas?	_____	_____	_____
Standard 304			
14. Does your seventh & eighth grade employ:			
A. At least two and one-half full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school if your school has less than 60 students enrolled, or...	_____	_____	_____
B. At least three full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school if your school has 60 or more students enrolled?	_____	_____	_____
15. Attach a proposed master schedule that indicates:			
A. Names of teachers, librarians and counselors. B. Number and grade level of students in each subject for each period. NOTE: Applications must include a proposed master schedule. If you anticipate staff changes and don't know new employee's name, please list present teacher's, counselor's or librarian's names. Please indicate passing time between classes and length of class periods separately.			
16. Total number of students served in grades seven and eight:_____			
17. Additional information or comments (If any answers were marked NO, please provide an explanation):			

I certify that the information provided is true and complete to the best of my knowledge and belief.

School Board Chairperson	School District Superintendent or County Superintendent if no District Superintendent	Date

Office of Public Instruction
E Argenbright, Superintendent
State Capitol
Helena, MT 59620

Due: March 1st

Information to Support
MIDDLE SCHOOL
Funding Through Provisions
of Sections 20-9-311 and
20-9-312, MCA.

Elementary District No._____ _____ _____
City or School County

Program offerings for both grades 7 and 8 for school year 19_____ - 19_____

Standard 402.11	Yes	No
1. As defined in ARM 10.13.201, does the enrollment of grade seven and eight each have 90 students or more?	_____	_____
2. Are the following courses offered including the specific content listed within a balanced program?		
English/Language Arts: reading, writing, listening, and speaking.	_____	_____
History, Social and Behavorial Sciences.	_____	_____
Mathematics: written and mental computation and problem solving.	_____	_____
Physical and Natural Sciences.	_____	_____
Health and Physical Education.	_____	_____
Music: general, instrumental and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception and music production).	_____	_____
Art: art history, art criticism, aesthetic perception and production.	_____	_____
Practical Arts (Please specify): e.g., agriculture, business education, home economics, industrial arts.	_____	_____
Exploratory Courses: (Please specify): e.g., creative writing, dance, drama, foreign language, photography.	_____	_____
3. Please attach a brief course description documenting the required content of each curriculum.		

Standard 404

4. Is the librarian endorsed?	_____	_____
Name_____		
5. Is the librarian assigned as follows:		
A. 1½ hours a day for schools with 100 or fewer seventh & eighth grade students, or.....	_____	_____
B. 3 hours a day for schools with 101 to 300 seventh & eighth grade students, or.....	_____	_____
C. Full time for schools with 301 to 500 seventh & eighth grade students.	_____	_____

Standard 406

6. Does the guidance counselor have a guidance and counseling endorsement?	_____	_____
Name _____		
7. Are guidance and counseling services provided at the equivalent of one counselor per 400 students? NOTE: All approved seventh and eighth programs must have a counselor assigned for at least one hour per day.	_____	_____

Standard 303 **Yes**

8. Are all teachers teaching in their area of endorsement or do all secondary teachers have at least 15 quarter credits (including a methods course) in assigned teaching areas? _____

Standard 304

9. Attach a proposed master schedule that indicates:
   A. Full names of teachers, librarians and counselors.
   B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

   NOTE: Applications must include a proposed master schedule. If you anticipate staff changes and don't know new employee's name, please list present teacher's, counselor's or librarian's names. Please indicate passing time between classes and length of class periods separately.

10. Do the curriculum and related learning outcomes address the requirements of Standard 402.10? _____
    (Time requirements are to be met to grant a full unit or partial unit of credit).

11. Total number of students served in grades seven and eight: _____

12. Additional information or comments (If any answers were marked NO, please provide an explanation):

I certify that the information provided is true and complete to the best of my knowledge and belief.

School Board Chairperson	School District Superintendent or County Superintendent if no District Superintendent	Date

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

Application for Approval of Advanced Budgeting Authority for the Initial Year of Operating a Kindergarten Program
Due: March 1

Directions:

1. The school district submits the original and two copies of this application to the Superintendent of Public Instruction, Helena, Montana 59620.

2. Upon approval, one signed copy will be returned to the school district and one copy to the County Superintendent.

Elementary School

District No._____ City (if none, School)_____ County _____

1. Number of five year-olds residing in the district on October 1, 19_____, as determined by a census. (Copies must be on file in the district office for inspection.) Number_____

2. The Board of Trustees of the district has passed a resolution for operating a kindergarten for the 19_____ school year. (A copy of the resolution is attached to each application form.) Yes_____

I certify that this application is true and complete to the best of my knowledge and belief.

(Signed) _____
District Superintendent**

(Signed) _____
Chairman, Board of Trustees

Date: _____ Date: _____

***If there is no district superintendent, the county superintendent shall sign.*

FOR OFFICE OF PUBLIC INSTRUCTION USE ONLY:

Approved for_____ ANB

Not Approved_____

_____
Superintendent of Public Instruction

Date: _____

_____
Authorized Signature

Date: _____

BC0984

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, MT 59620

Information to Support Seventh and Eighth Grade Funding Through Provisions of Sections 20-6-507 and 20-9-312, M.C.A., 1981.

DUE: February 1

Elementary District No._____ City or School_____ County _____

Program offerings in grades 7 and 8 for school year 19_____-19_____

			Yes	No	Comments
1.	Language Arts	One unit each year	_____	_____	_____
2.	Social Sciences	One unit each year	_____	_____	_____
3.	Mathematics	One unit each year	_____	_____	_____
4.	Science	One unit each year	_____	_____	_____
5.	Health & Physical Education	One-half unit each year	_____	_____	_____
6.	Music	One-half unit each year	_____	_____	_____
7.	Art	One-half unit each year	_____	_____	_____
8.	Practical Arts (please specify)	One-half unit each year	_____	_____	_____
9.	Is the librarian endorsed?		_____	_____	_____
10.	Is the librarian assigned as follows:				
	A. 1½ hours a day for schools with 100 or fewer 7th and 8th grade students, or		_____	_____	_____
	B. 3 hours a day for schools with 101 to 300 7th and 8th grade students, or		_____	_____	_____
	C. Full time for schools with 301 to 500 7th and 8th grade students.		_____	_____	_____
11.	Are guidance and counseling services provided at the equivalent of one counselor per 400 students? **Note:** All approved 7th and 8th grade programs must have a counselor assigned for *at least* one hour per day.		_____	_____	_____
12.	Do all guidance counselors have at least 30 quarter (20 semester) hours of professional preparation in guidance?		_____	_____	_____
13.	Are all teachers teaching in their area of endorsement, or do all secondary teachers have at least 15 quarter credits in assigned teaching areas?		_____	_____	_____

14. Does your 7th and 8th grade employ:

A. At least two and one-half full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school if your school has less than 60 students enrolled, or _____ _____ _____

B. At least three full-time equivalent certified teachers (including library and guidance personnel) in addition to the administrator of the school if your school has 60 or more students enrolled? _____ _____ _____

15. Attach a proposed master schedule that indicates:
   A. Names of teachers, librarians and counselors.
   B. Number and grade level of students in each subject for each period.

   Note: Applications must include a proposed master schedule. If you anticipate staff changes and don't know new employee's name, please list present teacher's, counselor's or librarian's names.

16. Total number of students served in grades 7 and 8: _____

17. Additional information or comments (if any answers were marked **no**, please give an explanation):

I certify that the information provided is true and complete to the best of my knowledge and belief.

School Board Chairperson: _____ _____ Date

School District Superintendent
or County Superintendent
if no District Superintendent _____ _____ Date

GUIDELINES FOR DETERMINING CLASSES REQUIRING 250 MINUTES A WEEK

In general, classes requiring 250 minutes per week have the following characteristics:

> Instructional equipment and materials are used to construct or produce an object, explore a concept, discover a generalization, confirm a principle or perfect a skill.

The following courses are generally considered to require a minimum of 250 minutes per week:

1. science courses if they include laboratory work in classes such as biology, chemistry, physics
2. home economics if it includes laboratory work in classes such as cooking, sewing, decorating and child care
3. commercial courses
4. all shop courses
5. art if it includes the creation of art objects
6. physical education
7. band

Course names, class intent and teaching strategies will differ from school to school. Therefore, a course title alone may not be adequate to determine the minimal time requirements for any one class.

A Guide for Implementing Accreditation Standard 404.2: Materials Selection Policy

Contents: **Page**

Selection Policy 65
Sample Letters 67
Reconsideration Form 71
Teacher Rationale Form 73
Monforton School District's Policy 75
Dawson County High School's Policy 83
Checklist 93
Montana Resources 95

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SELECTION POLICY

Material in this document is designed to assist schools in developing an appropriate materials selection policy. Included here, in addition to the outline for a comprehensive selection policy, are a variety of sample forms referred to in the outline as well as the policies from Monforton Elementary and Dawson County High School districts.

The fourth edition of *Standards for Accreditation of Montana Schools* includes the following "Required" standard:

> 404.2 "Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board."

The above standard is located in the section of standards for "Library Media Services, K-12."

A written materials selection policy adopted and approved by the local board of trustees as part of its official policies is important for reasons other than the fact it is required to meet the *Standards*. One finding of a 1981 survey conducted by the Association of American Publishers, the American Library Association and the Association for Supervision and Curriculum Development was: "Administrators and Librarians reported that challenges to materials were more often overruled in schools with a formal selection policy." Another benefit of an approved comprehensive policy on selection of materials is that it gives school personnel a means to explain the school program to the community.

A comprehensive selection policy for instructional materials must consist of the following components:

Objectives:

1. Include a broad statement of the school district's goals for its educational program.
2. Specify the objectives of selection for:
   a. library media center materials
   b. textbooks (objectives may vary from subject to subject)
   c. other instructional materials

Responsibility for Selection:

1. Name by professional position those who have responsibility for selection of library media materials, textbooks, and other instructional materials.
2. When selecting material to use in the classroom, teachers should develop a rationale for teaching a particular work/unit. (A sample rationale form is found on page 73.) Such a process is essential to show the relationship between the work/unit and curriculum objectives as well as the school's philosophy and objectives. The process of developing a rationale is also an excellent public relations device to use with parents and the community to explain in a positive manner what is happening in the classroom.
3. Ultimate responsibility for selection rests, by law, with the local board of trustees.

Criteria:

Spell out the specific criteria used for selecting materials (i.e., literary or technical quality, appropriateness for age and grade level, accuracy, educational significance, authenticity, quality of format, favorable reviews in standard selection sources, etc.).

Procedures:

1. Describe all the steps in the selection process from the beginning to the final decision.
2. Include a partial list of selection aids/review sources used.
3. List the types of materials acquired, why they are acquired, and how.
4. Specify the local policy regarding: weeding, replacing, and repairing materials.

Special Areas:

Detail local policy regarding the following: gifts, sponsored materials, professional materials, procedure for handling lost materials, etc.

Policies on Controversial Materials:

1. Draft a statement on intellectual freedom and why it should be upheld.
2. Endorse the principles in: the First Amendment, the American Library Association's (ALA) "Library Bill of Rights," and the National Council of Teachers of English's (NCTE) *Students' Right to Read*. (Attach copies of each to the complete policy.)

Reconsideration:

1. Establish the procedure for handling reconsideration of challenged materials.
2. Delineate every step from the initial response to the complaint through the highest appeal.

   Note: Be sure the person challenging the material submits a *written* complaint. (Sample forms are on pages 71 and 79.) Second, be sure the questioned material is not removed from the school pending the final decision from the review process.

Assistance in writing a policy or critiquing an existing one is available from the Library Media Specialist and the English Language Arts Specialist, Office of Public Instruction, State Capitol, Helena MT 59620.

SAMPLE LETTER TO COMPLAINANT

Dear :

We appreciate your concern over the use of _____ in our school district. The district has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the district's:

1. Instructional Goals and Objectives
2. Materials Selection Policy Statement
3. Procedure for Handling Objections

If you are still concerned after you review this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Reprinted from the ***Academic Freedom Group Workshop Resource Book,*** Spokane, September 1981.

INSTRUCTIONS TO EVALUATING COMMITTEE

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighted against each other and the opinions based on the material as a whole.

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

REQUEST FOR RECONSIDERATION OF EDUCATIONAL MEDIA
(Sample)

School _____ Date_____

Name of complainant _____

Address _____

Kind of media_____

Title_____ Author or Producer_____

Reason for objection: (Cite particular sequences and approximate location in media.)

Specific objections:

Any merits noted in this media?

Have you read, viewed and/or auditioned the entire material to which you object?
_____

Have you read, viewed and/or auditioned other media by this author or producer?
_____

List titles previously examined: _____

_____

What material on the same subject would you recommend for replacement?
Title _____
Author or producer _____ Copyright date_____

Is your alternative selection in our library media center?_____

Signature _____

SAMPLE TEACHER RATIONALE

School:

Teacher:

Title:

Grade or Course:

Approximate date(s) book will be used:

This book will be
studied by the whole class_____
recommended to individual students _____
part of a larger study of _____

Ways in which the book is especially appropriate for students in this class:

Ways in which the book is especially pertinent to the objectives of this course or unit:

Special problems that might arise in relation to the book and some planned activities which handle this problem:

Some other appropriate books an individual student might read in place of this book:

Prepared by Diane P. Shugert, Chair, NEATE Committee on the Profession.

SELECTION POLICY

Sample from Monforton School Selection Policy

7.361 Library Philosophy and Objectives

The Monforton School Board believes that every school child has the right to a variety of learning materials within the school to broaden his/her interests and experiences and to stimulate his/her mental growth. The Board further believes that an effective and well-administered school library is the most effective and economical way to provide each child with exploratory experiences, reading guidance, instruction in the use of a variety of materials and curriculum enrichment.

7.362 Selection Policy

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens.

The selection of library materials for Monforton School District is based on the principles expressed below:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupil served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.

To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Criteria for selection of new materials and weeding of existing materials will be based on:

1. Needs of the individual students
2. Needs of the curriculum
3. Requests of principal, students, teachers, and parents
4. Provisions of a wide range of materials on all levels of difficulty with a diversity of appeal and presentation of different points of view.
5. Aids used in choosing books:
   A. Elementary School Library Collection
   B. Children's Books Too Good to Miss
   C. Books in Print
   D. Children's Catalog
   E. Bibliographies listed in textbooks adopted by the district.

   Materials not reviewed in standard sources are purchased only after careful examination.
6. Weeding:
   A. When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary part of selection since every library will need to get rid of worn out, obsolete, dated or unappealing books.
   B. Weeded books will be stamped "discarded" and be used at the carnival in the spring.

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2. Materials Selection Policy Statements
3. Procedure for Handling Objections

If you are still concerned after you receive this material, please complete the Request for Reconsideration of Material form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks, we will assume you no longer wish to file a formal complaint.

Sincerely,

Principal

Reprinted from the *Academic Freedom Group Workshop Resource Book,* Spokane, September 1981.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Title _____ Book____Periodical____Other____

Author _____

Publisher _____

Request initiated by_____

Address _____

City _____ State_____ Zip_____ Telephone_____

Do you represent:
____Yourself
____An organization (name) _____
____Other group (name _____

1. To what in the work do you object? (Please be specific. Cite page.) _____

_____

2. Did you read the entire work?_____ If no, what parts? _____

_____

3. What do you feel might be the result of reading this work? _____

_____

4. For what age group would you recommend this work? _____

5. What do you believe is the theme of this work? _____

_____

6. Are you aware of judgments of this work by literary critics? _____

7. What would you like your library/school to do about this work?
_____Do not assign/lend it to my child.
_____Return it to the staff selection committee/department for reevaluation.
_____Other. Explain _____

8. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated? _____

_____

Signature _____ Date_____

Reprinted from the *Academic Freedom Group Workshop Resource Book,* Spokane, September 1981.

INSTRUCTIONS TO EVALUATING COMMITTEE

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighted against each other and the opinions based on the material as a whole.

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

Reprinted from the *Academic Freedom Group Workshop Resource Book,* Spokane, September 1981.

MATERIALS SELECTION POLICY

From Dawson County High School Selection Policy

874.5 Book Selection Policy

The Board of Education, as representatives of a democracy who are governing a public school system, accept the following as their specific responsibility:

To provide learning situations in which constructive citizenship and democratic procedures may be experienced by pupils.

To provide qualified personnel to select materials.

To provide materials that will develop critical thinking, objective evaluations, and aesthetic appreciation suitable to their maturity level and abilities of pupils.

To meet this responsibility, a well-defined policy is both necessary and desirable. The Dawson County High School Board accepts final authority for the determination of policy in the selection and acquisition of materials for the school.

Philosophical Basis

One of the objectives of universal free education is to develop in children the intellectual capacities required for the effective exercise of the rights and duties of citizenship. Experience demonstrates that this is best accomplished in an atmosphere of free inquiry and discussion which is, in turn, supported by effective selection and use of instructional materials.

General Guidelines

Instructional materials, which include texts, books, nonprint items, magazines and newspapers, should make available to students in their classes and in school libraries a wide range of ideas. Material should never be excluded or removed simply because it expresses unpopular or controversial views or because it coincides with particular religious views. The requirement of diversity, however, does not mandate a presentation of any particular point of view or theory unless necessary to a fair and balanced presentation of the subject.

The best method for selecting teaching materials is to give final authority to teachers who make selections on the basis of their professional competence in consultation with supervisors. Recommendations from students, parents, school boards, and other citizens should be taken into account. In addition to their suitability for particular subject matters, materials should take into account the student's age and present a variety of views. Professional responsibility includes continually reviewing old materials and seeking new materials.

Media materials should present the multiple realities of a pluralistic society, including fiction and nonfiction which portray the many facets of life.

Criteria for Selection

1. Overall purpose
2. Timeliness or permanence
3. Importance of the subject matter
4. Quality of the writing/production

5. Readability and popular appeal
6. Authoritativeness
7. Professional reputation of the publisher/producer
8. Professional reputation and significance of the author/artist/composer
9. Format and price
10. Suitability to intended audience
11. Requests from community citizens, faculty, and students
12. Use of nonsexist, racially, ethnically, and politically unbiased material

Procedures for Selection of Resources

In selecting resources for use, school personnel evaluate the existing resources and consult:

1. Reputable, unbiased, professionally prepared selection aids
2. Specialists from departments and/or grade levels

In specific areas, school personnel follow these procedures:

1. Resources given as gifts are judged by basic selection standards and are accepted or rejected by these standards.
2. Multiple items, outstanding and much-in-demand resources are acquired as needed.
3. Worn or missing standard resources are replaced periodically.
4. Out-of-date or no longer useful resources are withdrawn.
5. Sets of resources and resources acquired by subscription are examined carefully and are acquired only to fill a definite need.
6. Resources may be acquired from publishers' catalogs, bookstores, and public or private collections as long as the resources meet the criteria for selection which have been outlined above.
7. Whenever possible, material should be previewed before purchase.

School Media Center

In addition to the obligation to include a wide range of ideas and interpretations in materials in the school media center, the library also has an affirmative duty to provide access to materials to students. Appropriate reasons for limiting access to media materials to particular individuals might include past destruction of such materials, failure to pay fines, or inappropriate behavior within the confines of the media center.

Sources of selection materials, although not confined to this alone, include such standard sources as *Booklist, School Library Journal, Kliaat Young Adult Paperback Guide, Standard High School Catalog.* All recommendations from parents, students, teachers, board members, administration, and community members will receive full consideration within the limits of the criteria for selection and procedures for selection noted above.

Materials Violating Personal Consciences

While the determination of the educational effectiveness of instructional materials is the responsibility of officials of the school system, students or parents have the right to object to exposing their children to any particular piece of assigned instructional materials as offensive to them on grounds of individual conscience. Though such considerations may not be used to justify banning the schoolwide or systemwide use of materials, parental objections to the use of particular materials by their children should be

respected when reasonable and made in good faith. Where feasible, alternative materials should be made available to those students who wish to exercise their rights of conscience.

874.6 Complaint Procedures

Criticism of books and material selected and advocacy of additional material is an essential right of students, parents, faculty, and the community. Objection to the particular language or viewpoint of material cannot, per se, be justification for the exclusion of classroom or library material. Material objected to may not be withdrawn while the objection is being reviewed.

Occasional objections to resources will be made despite the care and procedures followed in their selection. Therefore, school personnel should be prepared to defend the principle of the freedom to read, the professional responsibility of the staff, and the resources themselves.

If a complaint is made (a complaint is defined as a verbal or written statement of opposition to a resource, requesting that it be removed or restricted), the procedures are as follows:

1. Treat each complaint courteously and confidentially, but make no commitments.
2. Each complainant should be directed to the building principal.
3. The building principal will invite the complainant to complete and return the prepared questionnaire.
4. The completed questionnaire will be submitted by the principal to the chairperson of the review committee.
5. The review committee shall be a standing committee consisting of the librarian or AV specialist, department heads from English, science, social studies, and the principal, vice-principal, and a parent. The building principal, the superintendent and the professional media person or teacher involved will be promptly informed of the completed questionnaire.
6. Use of challenged resources shall not be restricted during the reevaluation proceedings.
7. The chairperson of the review committee will:
   a. notify committee members of the challenge and set up meetings.
   b. discuss the questionnaire with the professional media person or teacher involved.
   c. obtain reviews of the resources being challenged.
   d. inform the complainant and the media person or teacher involved of the time and place of the committee meeting.
8. The review committee will:
   a. examine resources referred to it.
   b. check general acceptance of the resources through reviews.
   c. weigh values and faults against each other and form opinions based on the resource as a whole.
   d. meet to discuss the resource, to review the complainant's objections, to make a decision by public vote, and to prepare a report on it.
   e. send copies of the report to the complainant, the building principal, superintendent, and the professional media person or

teacher involved. This report will reflect the decision of the committee.

9. Should the complainant not be satisfied with the decision of the committee, he/she may direct the complaint to the superintendent who shall review the complaint and the committee report and inform the complainant of his/her decision.

   Should the complainant not be satisfied with the decision of the superintendent, he/she may request a review by the board of trustees. The complaint, committee report, and superintendent's report shall be made available to the board of trustees. The matter will be discussed at the next regularly scheduled board of trustees' meeting and a decision given to the complainant.

TEXTBOOK SELECTION CRITERIA

Dawson County High School
Glendive, Montana

Title _____

Course _____ Teacher(s)_____

1. Reading Level:

2. Illustrations:
   - Pictures (photos)
   - Graphs (charts)
   - Maps

3. Data (is it up-to-date?):

4. Print (size of type):

5. Construction:
   - Paper (quality)
   - Binding (strength)
   - Cover (attractive—strength)

6. Supplementary Materials:
   - Workbook
   - Audiovisuals
   - Films
   - Filmstrips
   - Records (cassettes)
   - Lab materials

7. Bibliographies:

8. Author Bias:

BOOK SELECTION

Dawson County High School
Glendive, Montana

Teacher's Rationale

Teacher_____

Title _____

Grade or Course _____

Approximate date(s) book will be used _____

This book will be
studied by the whole class_____

recommended to individual students _____

part of a larger study of _____

Ways in which the book is especially appropriate for students in this class:

Ways in which the book is especially pertinent to the objectives of this course or unit:

Special problems that might arise in relation to the book and some planned activities which handle this problem:

Some other appropriate books an individual student might read in place of this book:

MONTANA RESOURCES FOR MATERIAL SELECTION INFORMATION

Office of Public Instruction

Margy Rolando, Library Media Specialist, 444-2979

Edward Eschler, English Language Arts Specialist/Social Studies, 444-4433

Angela Branz-Spall, Bilingual/National Origin Specialist, 444-4421

Patricia Christie, Educational Equity Specialist, 444-5664

Cheri Bergeron, Librarian, 444-2082

Office of Public Instruction
State Capitol
Helena, Montana 59620

Montana Association of Teachers of English Language Arts
504 South California
Helena, Montana 59601

Montana Library Association
P.O. Box 5081
Missoula, Montana 59801

Montana Coalition for Intellectual Freedom
P.O. Box 5731
Helena, Montana 59604

CHECKLIST FOR MATERIALS SELECTION POLICY

1. Do you have a written instructional materials selection policy?
2. Has it been formally adopted by your governing agency?
3. Is it reviewed and updated periodically?
4. Are the following basic components included in your selection policy?

   A. Statement of philosophy concerning selection of instructional materials

   B. Objectives of system and goals of instructional program

   C. Responsibility—those persons (named by professional position) responsible for selection of instructional materials

   D. Criteria used in selection of materials (policy should cover all instructional materials, both print and nonprint)

      Examples of criteria are: relevance to objectives; format; appropriateness to level of user; artistic and literary excellence; content; superiority in treatment of controversial issues; cost and other related factors.

   E. Procedures for selection—describe all steps from initial screening to final selection

   F. Special areas—include procedures for handling gifts, special requests, etc.

   G. Reconsideration—written procedure for handling challenged materials

Five Questions to Ask Yourself

- Does the school follow written policy statements on basic goals, principles, procedures and practices?
- Do policy statements in the school include procedures for handling complaints?
- Do all employees know, understand and implement those policy statements?
- Does the school reach into every corner of the community to involve a cross section of its people in planning, program development and reporting?
- Are there two-way communications between the school and the community, with listening as well as talking on all sides at all times?

MONTANA RESOURCES FOR MATERIAL SELECTION INFORMATION

Office of Public Instruction
Sheila Cates, Library Media Specialist
or
Claudette Morton Johnson, English Language Arts Specialist
State Capitol
Helena, Montana 59620
1-800-332-3402

Montana Association of Teachers of English and Language Arts
504 South California
Helena, Montana 59601

Montana Library Association
P.O. Box 5081
Missoula, Montana 59801

Montana Coalition for Intellectual Freedom
P.O. Box 5731
Helena, Montana 59624

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